



Clay Hill Middle School

387 South Railroad
Ridgeville, South Carolina

Grades	6-8 Middle School	
Enrollment	134 Students	
Principal	Kenneth Pinkney	843-851-7386
Superintendent	Jerry Montjoy	843-563-4535
Board Chair	Kenneth Jenkins, Ed.D	843-563-3228

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

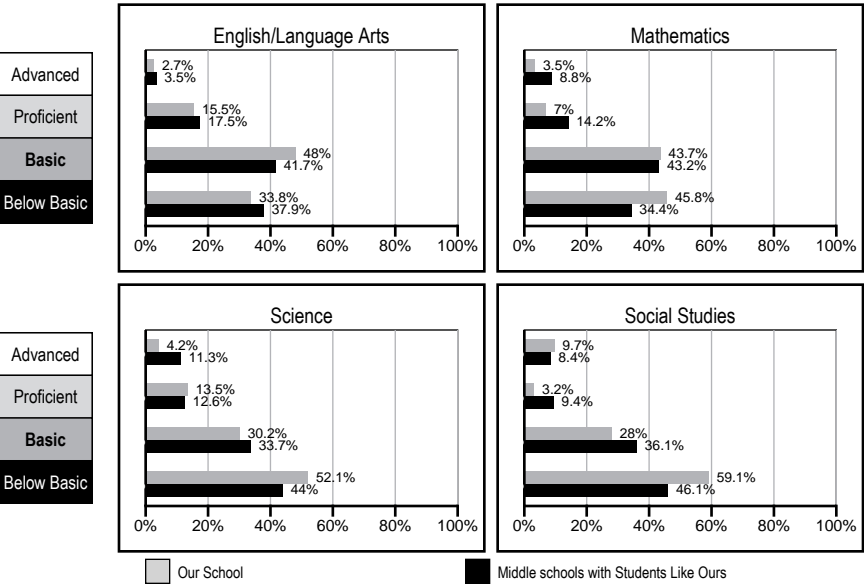
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	21

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	94.0
English 1	86.7	94.3
Physical Science	0	0
All Subjects	91.7	92.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=134)				
Students enrolled in high school credit courses (grades 7 & 8)	15.5%	Down from 15.9%	11.7%	19.4%
Retention rate	2.6%	Down from 4.9%	2.6%	1.8%
Attendance rate	N/A	N/A	95.1%	95.8%
Eligible for gifted and talented	9.7%	Up from 8.3%	8.2%	15.3%
With disabilities other than speech	10.3%	Up from 7.6%	13.9%	12.9%
Older than usual for grade	2.2%	Down from 2.9%	6.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	50.0%	Down from 63.6%	53.6%	55.0%
Continuing contract teachers	33.3%	Down from 36.4%	57.1%	70.6%
Teachers with emergency or provisional certificates	40.0%	Down from 55.6%	18.2%	5.4%
Teachers returning from previous year	N/A	N/A	78.2%	83.4%
Teacher attendance rate	93.9%	Down from 96.5%	94.8%	94.9%
Average teacher salary	\$43,658	Down 4.8%	\$43,211	\$44,706
Professional development days/teacher	7.7 days	Down from 23.5 days	11.7 days	11.8 days
School				
Principal's years at school	3.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 17.6 to 1	17.1 to 1	20.1 to 1
Prime instructional time	N/R	N/R	88.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.0%	98.0%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil*	\$12,822	Down 6.3%	\$7,957	\$7,097
Percent of expenditures for instruction*	55.9%	Up from 50.3%	63.4%	64.4%
Percent of expenditures for teacher salaries*	41.4%	Up from 27.8%	56.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2007-2008 school year began at Clay Hill Middle School with great expectations toward increased student achievement. Armed with knowledge of student strengths and weaknesses from the Measures of Academic Progress Test, teachers began a rigorous program of student awareness and instruction to fill the achievement gap. Individual conferences were conducted with each student to review MAPS scores and expectations of increases to be made on PACT. Students set their achievement goals and received small group instruction through our in-school tutoring and after school programs combined with high-quality standards based classroom instruction.

Several other initiatives will hopefully combine for academic success at Clay Hill this year. Selected classes of sixth grade students were placed in single gender groups. We also continue to utilize computer assisted instruction with Compass Learning and Acellus; Explicit Direct Instruction; and rigorous standards based instruction.

Along with academic achievement, Clay Hill wishes to focus on a well-rounded education for our student body, including character building through our Citizenship Counts program; civic engagement and environmental education through our Earthforce and Integrating Curriculum through the Environment (EIC) programs; and participation in extracurricular activities such as band.

The Clay Hill Middle School Band consists of forty-eight students. Students may join in the sixth grade, with little or no music knowledge, and continue until eighth grade. The band has performed in the South Carolina Band Director's Association Concert Festival as well as the Carowinds Music Festival, where they have been judged and received feedback from nationally-recognized music adjudicators. Our band students have the opportunity to audition for Dorchester Four Honor Band, which combines with students from another district middle school to perform for contests and district functions. One sixth grade student qualified to audition for Region Band in the Charleston area. Several students also perform with the Woodland High School Marching Band.

Clay Hill Middle takes great pride in our family atmosphere where each student matters and can be assisted through a special program known as: DADS (Dedicated And Diligent Services). This program utilizes volunteer mentors who call, stop by the school, or attend events sponsored by the school on behalf of fifteen student participants for the 2007-2008 school year.

Here at Clay Hill Middle School, we are proud to have the opportunity to develop competent and confident learners in a nurturing environment.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	35	10
Percent satisfied with learning environment	61.1%	47.1%	I/S
Percent satisfied with social and physical environment	77.8%	47.1%	70.0%
Percent satisfied with school-home relations	55.6%	70.6%	I/S

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 6 out of 12 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	N/A	94.0%	N/A

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	141	97.9	32.1	49.6	16	2.3	26.7	36.6	48.2	No	Yes
Gender											
Male	65	95.4	40	48.3	11.7	0	20	31.5	41.7	N/A	N/A
Female	76	100	25.4	50.7	19.7	4.2	32.4	42.4	55	N/A	N/A
Racial/Ethnic Group											
White	37	91.9	12.9	58.1	25.8	3.2	45.2	51.5	60	I/S	I/S
African American	89	100	34.9	50	12.8	2.3	20.9	29.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	23.1	38.4	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	32	47	I/S	I/S
Disability Status											
Disabled	13	92.3	90.9	9.1	0	0	0	10.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	98	99	38.3	42.6	17	2.1	24.5	32.5	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	141	97.9	46.6	42.7	6.9	3.8	16	32.1	45.8	No	Yes
Gender											
Male	65	95.4	48.3	41.7	6.7	3.3	16.7	31.5	45.6	N/A	N/A
Female	76	100	45.1	43.7	7	4.2	15.5	32.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	37	91.9	25.8	58.1	9.7	6.5	29	54	59	I/S	I/S
African American	89	100	51.2	41.9	5.8	1.2	10.5	21.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30.8	38.1	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	28	46.2	I/S	I/S
Disability Status											
Disabled	13	92.3	100	0	0	0	0	12.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	98	99	47.9	43.6	6.4	2.1	12.8	27.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	101	98	52.1	30.2	13.5	4.2	17.7	26.6	35.7	N/A	N/A
Gender											
Male	50	96	50	31.3	16.7	2.1	18.8	26.5	37.4	N/A	N/A
Female	51	100	54.2	29.2	10.4	6.3	16.7	26.7	33.8	N/A	N/A
Racial/Ethnic Group											
White	25	92	26.1	39.1	21.7	13	34.8	46.2	49.2	N/A	N/A
African American	63	100	59	31.1	9.8	0	9.8	15.2	17	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	N/A	N/A
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	23.8	37.4	N/A	N/A
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	14.1	14	N/A	N/A
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	N/A
Socio-Economic Status											
Subsided meals	69	98.6	53.7	28.4	13.4	4.5	17.9	22.1	21.1	N/A	N/A

Social Studies

All Students	99	98	58.7	28.3	3.3	9.8	13	27.5	34	N/A	N/A
Gender											
Male	45	95.6	61.9	26.2	0	11.9	11.9	32.6	36.6	N/A	N/A
Female	54	100	56	30	6	8	14	22.1	31.3	N/A	N/A
Racial/Ethnic Group											
White	24	91.7	30	45	0	25	25	43	44.5	N/A	N/A
African American	64	100	67.2	24.6	4.9	3.3	8.2	19.7	19.1	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	N/A
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	20	32.7	N/A	N/A
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	9.1	14.4	N/A	N/A
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	N/A
Socio-Economic Status											
Subsided meals	73	100	62.9	25.7	4.3	7.1	11.4	22.5	21	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	61	98.4	41.8	45.5	10.9	1.8	12.7
	7	35	100	47.1	32.4	20.6	0	20.6
	8	45	100	43.9	31.7	22	2.4	24.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	37	100	22.2	55.6	19.4	2.8	22.2
	7	59	98.3	37.5	48.2	12.5	1.8	14.3
	8	45	95.6	33.3	46.2	17.9	2.6	20.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	61	100	33.9	50	10.7	5.4	16.1
	7	35	100	50	44.1	2.9	2.9	5.9
	8	45	100	53.7	41.5	4.9	0	4.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	37	100	44.4	41.7	11.1	2.8	13.9
	7	59	98.3	42.9	42.9	7.1	7.1	14.3
	8	45	95.6	53.8	43.6	2.6	0	2.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	30	100	74.1	14.8	7.4	3.7	11.1
	7	35	100	55.9	35.3	8.8	0	8.8
	8	22	100	65	35	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	19	100	72.2	11.1	16.7	0	16.7
	7	59	98.3	47.4	33.3	12.3	7	19.3
	8	23	95.7	47.6	38.1	14.3	0	14.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	31	100	20.7	62.1	13.8	3.4	17.2
	7	35	100	55.9	41.2	2.9	0	2.9
	8	23	100	38.1	61.9	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	18	100	27.8	50	16.7	5.6	22.2
	7	58	100	66.1	19.6	0	14.3	14.3
	8	23	91.3	66.7	33.3	0	0	0

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